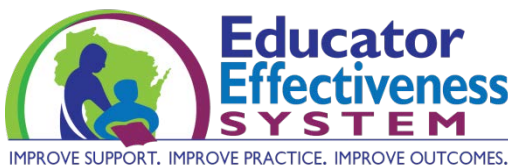# Wisconsin Educator Effectiveness System

Step 4 Training
Middle of the Year
Principal Case Study

Developed collaboratively by the Wisconsin Department of Public Instruction Educator Effectiveness Team and the Wisconsin Center for Educational Research at the University of Wisconsin-Madison

Wisconsin Educator Step 4 Middle of the Year Training
Principal Case Study Notes

The purpose of these activities is to explore two key activities for all educators and evaluators: first, conducting observations and gathering evidence of practice during first semester; and second, conducting the Mid-Year Review conversation held between an educator and an evaluator.

It is important to note that for the sake of simplicity, these activities assume that the Mid-Year Review activities cover just one area of the EEP: progress on the principal's SLO. It is appropriate at the Mid-Year Review to discuss PPG progress and progress on gathering and documenting evidence of practice.

These two activities are excerpted from the Step 3 Training for Principals and Superintendents. Chapter 3 of the Wisconsin Educator Effectiveness Step 3 Training walks a superintendent through the evidence collection and observation process for principals, and Chapter 4 of the Wisconsin Educator Effectiveness Step 3 Training follows a principal and a superintendent through the Mid-Year Review process. As such, please note that the page numbering reflects that these are pages taken from a different document.

The case study activities follow two people in different roles: Mr. Frank, the Principal of Wisconsin Elementary School, and Dr. Brown, the district Superintendent.

CHAPTER 3: FIRST SEMESTER EVIDENCE COLLECTION

PURPOSE: Review types of possible principal evidence sources, practice developing formative feedback for principals

CHAPTER 3 MATERIALS:

ARTIFACTS:
Email from Mr. Frank
Teacher resource list
Wisconsin Elementary professional development agenda

OBSERVATION NOTES:
Hiring committee (1)
Hiring committee (2)
Staff meeting
Professional development day

EVIDENCE COLLECTION CASE NOTES:

During the first semester, Dr. Brown scheduled one observation with Mr. Frank and made two other school visits to Wisconsin Elementary. The scheduled observation allowed Dr. Brown to gather evidence related to the components in Mr. Frank's PPG, 1.1.4 and 1.2.4. During the other two school visits, Dr. Brown collected evidence for component 1.1.1, Recruiting and Selecting. Dr. Brown shared with Mr. Frank during the Evaluation Planning Session that she intended to gather observation data based on component 1.1.1 because of the district wide focus on anticipating and planning for staff changes and the importance of making hiring offers earlier in the school year. Mr. Frank informed Dr. Brown that Wisconsin Elementary has a school hiring committee that provides assistance and guidance to him in the recruitment and selection of new teachers. He also shared with her that the committee this year has the same five teachers as last year representing grades 1-5. Lastly, Mr. Frank stated that the committee last year guided the selection of two new teachers.

Throughout the semester Dr. Brown collected artifacts related to component 1.1.4 for evidence to evaluate Mr. Frank's professional practice. The pieces of evidence include:

- a memo from Mr. Frank to Dr. Brown;
- a resource list Mr. Frank distributed to the teachers at Wisconsin Elementary; and
- the agenda from the 2 day professional development session.

ACTIVITY #2: REVIEW EVIDENCE AND DEVELOP FORMATIVE FEEDBACK

1. Assume the role of the superintendent and review on your own the following materials: observations, additional evidence pieces, and prior notes on observations and evidence
   a. Questions to consider when reviewing evidence:
      i. Is the evidence useful to provide feedback to Mr. Frank on the relevant components?
      ii. What other evidence might Dr. Brown need to assess Mr. Frank in these components?
2. Work in pairs and develop what mid-year formative feedback Dr. Brown would provide to Mr. Frank based on your review of materials.
3. Share your notes and the formative feedback you developed with the group.

FIRST SEMESTER EVIDENCE COLLECTION/ARTIFACT, COMPONENT 1.1.4
Email sent from Mr. Frank to Superintendent Brown

November 4, 2013

Dear Dr. Brown –

Thank you for attending one of the sessions during our two-day math CCSS professional development. The initial response from teachers has been positive. The leadership team is currently reviewing the surveys that we emailed the teachers following the professional development to gauge teacher perspective of the sessions and to identify what additional professional development may be needed. We already have 3 early release days scheduled to provide additional time working with the math CCSS. The topics include:

- Look-fors (questions for observing student knowledge, classroom indicators, and characteristics of mathematically proficient student),
- modeling with math, and
- Smarter Balanced Assessment.

We may dedicate an additional early release day based on the feedback from the surveys.

In order to monitor implementation of the math CCSS, I plan to observe classrooms and grade level team meetings. The leadership team, along with the math coach, and I will meet towards the end of the second semester to discuss our teachers' progress and plan the continued work in this area for next year.

Please let me know if you would like to attend this meeting or if you would like to join me in any observations.

Mr. Frank

FIRST SEMESTER EVIDENCE COLLECTION/ARTIFACT, COMPONENT 1.1.4
Resource list distributed to teachers by Mr. Frank

CCSS Math Standards Resources:

The Common Core State Standards Initiative website (http://www.corestandards.org/Math/Practice) provides an overview of the math standards and has grade-level specific overviews.

Achieve the Core website has an overview module that can be viewed as a group or on your own that provides background information on the Common Core Standards (http://achievethecore.org/page/398/why-the-common-core-how-these-standards-are-different)

ASCD with funding from the Bill & Melinda Gates Foundation has created a repository of evidence-based strategies, videos, and supporting documents that help educators transition to the Common Core Standards (http://www.ascd.org/common-core-state-standards/common-core.aspx)

The DPI Common Core Standards website has several modules related to CCSS math standards (http://www.ascd.org/common-core-state-standards/common-core.aspx)

Teaching Channel videos showing Common Core math planning and related lessons (https://www.teachingchannel.org/videos?page=1&categories=organizations_national,topics_common-core&load=1)

FIRST SEMESTER EVIDENCE COLLECTION/ARTIFACT, COMPONENTS 1.1.4 and 1.2.4
Wisconsin Elementary Professional Development Agenda

Two Day CCSS Math Standards Professional Development

School goal: At least 70% of all students in the 3rd, 4th, and 5th grades will move up one proficiency level as measured by math MAP test from fall 2013 assessment to spring 2014 assessment.

Day 1 Agenda:

Staff Development Outcomes:

1) Further understanding of the Math CCSS
2) Learn the math practices of the CCSS
3) Learn about CCSS math assessment

7:30 Breakfast and welcome

8:00 – 9:30 Module: Fundamental Overview of the CCSS for Math

9:30 – 10:00 Module: Focusing on the Mathematical Practices of the Common Core

12:00 – 12:45 Lunch

12:45 – 2:00 Discussion: Reflect on the CCSS math standards new practices and the ways in which content and practices support each other

2:00 – 3:00 PowerPoint presentation on the new Common Core assessment

3:00 – 3:30 Discussion and questions

3:30 End for the day

Day 2 Agenda:

Staff Development Outcomes:

1) Review math curriculum
2) Align curriculum to CCSS for math
3) Review student data, develop student goals, and identify related CCSS math instructional strategies

7:30 Breakfast and welcome

8:00 -9:45 Grade level curriculum review

9:45 – 10:00 Break

10:00 – 12:00 Grade level alignment of curriculum to CCSS for math

12:00 -12:45 Lunch

12:45 – 1:00 Cycle of Inquiry presentation by Mr. Frank

1:00 – 2:00 Individual review of student data

 2:00 – 2:15 Share results

2:15 – 2:30 Break

2:30 – 4:00 Grade level development of goals and identification of related CCSS math instructional strategies

4:00-4:15 Share goals and strategies

4:30 Questions and end for the day

FIRST SEMESTER, EVIDENCE COLLECTION/OBSERVATION, COMPONENT 1.1.1
Hiring committee observation (1)

Mr. Frank informed me that he would be discussing with the hiring committee the hiring needs and the recruitment/selection process for this year at a meeting on 9/5/13. I attended the first half of the meeting in order to hear Mr. Frank's directive to the committee.

1. There will be a need for up to 5 new teachers in the building next year; 3 due to anticipated retirements, 1 due to a transfer out request, and 1 due to a voluntary leaving the district.

2. The district HR coordinator will continue to do the initial recruiting for the district by placing newspaper ads, online ads, and vacancy notices on the district website, and sending a notice of likely vacancies to all teacher preparation programs in the state and WECAN. Applicants will form a district-wide pool that the hiring committee can access.

3. The hiring committee will choose candidates from the pool for consideration. Each candidate will be asked to provide a resume, a statement of interest and qualifications, a sample weekly lesson plan, and three references in advance to the hiring committee. Three candidates will be chosen to consider for each vacancy.

4. Each candidate will have a day-long school interview. The candidate will first meet with the principal for an introduction. The candidate will then have a 45 minute individual interview with each of the hiring committee members; each member will ask whatever questions they think are important. The candidate will then have a wrap-up interview with the principal.

5. The hiring committee will meet to discuss and evaluate each candidate. Each candidate will receive an overall evaluation of definitely hire, maybe hire, or do not hire. This evaluation will be discussed with the principal.

6. The principal will make the final decision on whether or not to extend a job offer.

FIRST SEMESTER, EVIDENCE COLLECTION/OBSERVATION, COMPONENT 1.1.1
Hiring committee observation (2)

I stopped by a hiring committee meeting on 10/5/13. Mr. Frank was not at the meeting. The committee was discussing how they will decide which applicants from the district pool will be invited to be candidates for positions in the school.

- One member raised the issue of whether candidates must be from within the district, either as a current teacher at another school or as a soon-to-be graduate from a teacher preparation program who grew up in the district
- The committee decided that candidates must be from within the district-which reverses the previous year's decision
- The committee decided that since Mr. Frank has delegated decision-making to the committee, they saw no need to inform the principal of this change

FIRST SEMESTER, EVIDENCE COLLECTION/OBSERVATION, COMPONENTS 1.1.4 and 1.2.4:
Staff Meeting Observation Summary, 9/12/2013

Beginning of the school year staff meeting was scheduled to start at 3:30; I arrived at 4:00. Meeting had begun, Mr. Frank was presenting to teachers. Mr. Frank was discussing what was included in the two professional development days dedicated to CCSS math. He stated that since the teachers were introduced to the CCSS math standards in the previous school year, the two professional development days dedicated to CCSS math this year would include: (1) a brief overview of the CCSS for math, (2) a focus on math practices relevant to the CCSS, (3) alignment of the curriculum to the CCSS for math; and (4) reviewing student data to identify student needs and appropriate instruction strategies. He stated that increasing math achievement continued to be a school wide and district goal and that the planned CCSS math professional development supported the School Improvement Plan.

Additional detail he presented on the background and content for the 2 professional development days include the following:

- The leadership team met to collaboratively plan the 2 professional development days for October that will be devoted to the CCSS math standards.
  - o The first PD day will provide an opportunity for the teachers and the leadership team to watch training modules that review the new standards, identify the key changes, a deep dive into the math practices of the CCSS and a discussion of the new assessments that will be in place in 2014-15 that are aligned to the common core.
    - ▪ He noted that there will be time for discussion and questions. One goal of the 1st PD day is that everyone has the necessary knowledge and are prepared to dig in to the work on the second PD day
  - o The second PD day will be led by the principal and the math coach; the math coach has received additional training in the CCSS for math. Grade-level groups will first review the current math curriculum in order to align to the math CCSS. They will then review student data to group students, identify patterns, and any problems. The remainder of the day will be spent identifying and discussing targeted student group strategies based on the math CCSS.
  - o Mr. Frank indicated that he plans to be at each PD session.
- Additionally, 3 early dismissal days in the second semester will be devoted to CCSS math standards.

At the end of his discussion he passed out a resource list for teachers and asked them to consider what type of additional CCSS math professional development they may need that could be built into collaborative planning/work time.

In his discussion, he did not discuss:

- Professional development that would occur beyond these two days that will be devoted to CCSS math standards
- How future professional development will be adapted or adjusted based on teachers needs
- How implementation of the new standards and new instructional strategies would be monitored

I left after 20 minutes.

I included the resource list as an evidence source.

FIRST SEMESTER, EVIDENCE COLLECTION/OBSERVATION, COMPONENTS 1.1.4 and 1.2.4:
Professional Development Day, October 30, 2013

CCSS Math Professional Development Day 2, afternoon session devoted to student performance data review:

- Mr. Frank asked teachers to break into grade level groups
- Mr. Frank then explained that prior to diving into the work of reviewing student data, they would review the cycles of inquiry continuous improvement process
    - Mr. Frank showed a brief PowerPoint about the cycles of inquiry
    - Mr. Frank asked if there were any questions related to the cycles of inquiry
        - Question that was asked of Mr. Frank:
            - In step 5 of the cycle of inquiry, it says that there should be data analysis to assess strategies and outcomes in order to inform work plan revisions, so if this is being done mid-year; would we use winter MAP assessment results?
- Mr. Frank then asked the teachers to review their individual students' MAP math data
    - He asked teachers to analyze their student data on their own, in order to:
        - identify student's strength and weaknesses
        - possible student grouping
    - The math coach, Mr. Frank, and the AP circulated between groups asking questions and answering questions. I also circulated to ask teachers what they are seeing in the data.
    - After the teachers had time to review their data, he asked that they share with their grade level groups the process of reviewing the student data – what was challenging and what worked well
        - Mr. Frank asked the teachers whether additional data was necessary to aid in identifying patterns and trends for the students in their classes
- Short break – during the break several teachers approached Mr. Frank with questions
    - Teacher question to Mr. Frank:
        - Besides standardized test results, what student data can teachers use to assess strengths and weaknesses?
            - Answer from Mr. Frank: Student work as exemplars from points in time throughout the year in a written format or in a portfolio format
- Mr. Frank then asked the grade level groups to develop student goals that reflect the data and that utilize instructional standards aligned with the CCSS math standards
    - Mr. Frank made this point: When reviewing the data, keep in mind that we want to ensure that by the end of the school year, students have a firm foundation transitioning to the next grade level. When you are reviewing the data, consider your students' performance on the fall assessment and how you will work to get them to the appropriate proficiency level by the spring assessment?
    - Mr. Frank also made the point that the goals that are developed today could be draft student learning objectives that each teacher or teacher team could further develop after today
    - Mr. Frank reminded the teachers that the math coach was available to help with goal development and to identify appropriate instructional strategies aligned with the CCSS for math

- o The math coach, Mr. Frank, and the AP circulated between groups asking questions and answering questions.
- When the goal development time was over, Mr. Frank asked teachers to share their goals with the group, and again share what aspects of the goal development process was challenging, how they believed the new math standards and the instructional strategies supported their goals

At this time I left, the afternoon PD session was scheduled from 12:45 to 4:30. I observed from 1:00-3:00.

CHAPTER 4: MID-YEAR REVIEW

PURPOSE: Practice coaching conversations

CHAPTER 4 MATERIALS:
Mr. Frank's Mid-Year Goal Review Form
First semester artifacts and observations
Winter SLO data

MID-YEAR REVIEW PREPARATION CASE NOTES:

In January, Dr. Brown and Mr. Frank will meet for the Mid-Year Review. In preparation for the Mid-Year Review, Mr. Frank completes the Mid-Year Goal Review form in Teachscape and notifies Dr. Brown via the Teachscape notify prompt. In preparation for the Mid-Year Review, Dr. Brown reads Mr. Frank's Mid-Year Review form, along with her observation and artifact notes she compiled during the first semester. To prepare for the Mid-Year Review, Dr. Brown also referenced the Coaching Conversations Toolkit created by DPI and provided on the DPI website (http://www.livebinders.com/play/play?id=1175000).

ACTIVITY #3: COACHING CONVERSATIONS

1. Review slides from Coaching Conversations Toolkit and discuss
2. Assume the role of the superintendent and review on your own the following material: Mid-Year Goal Review Form, formative feedback developed in Activity #2, and the winter assessment data
3. Based on your review of the material and the Coaching Conversations Toolkit, develop a Mid-Year Review discussion agenda noting any changes that should be made to the EEP
4. Pair with another, identify who will be Mr. Frank and who will be Dr. Brown
5. Have a mock Mid-Year Review
    a. Dr. Brown provides the formative feedback to Mr. Frank
    b. Dr. Brown discusses any EEP changes that may be necessary

MID-YEAR REVIEW CASE UPDATE:

At the conclusion of the Mid-Year Review, Dr. Brown explained to Mr. Frank that she planned to have one more full observation during a school visit and two other shorter school visits to make sure she has covered the components Mr. Frank identified in his PPG as ones he would like feedback on, as well as any other components that require more evidence. She asked Mr. Frank when the hiring committee would meet again because she would like to attend that meeting as her full observation. She told Mr. Frank that she would be in touch about the other school visit. She said that she ideally wanted to observe math instruction at Wisconsin Elementary and a teacher planning period focused on math; therefore, she asked when math blocks are taught and when teachers typically held planning meetings where they discussed mathematics.

Wisconsin Principal Mid-Year Goal Review Form

Summarize the status of your SLOs and Professional Practice Goal, include the evidence used to demonstrate progress for each SLO and goal, and if necessary identify barriers to success and the strategies/modifications of strategies to address the barriers. Submit this completed form to your evaluator prior to your Mid-Year Review or come prepared to discuss these elements at the Mid-Year Review.

Name of Principal	Date *Mo./Day/Yr.*
Mr. Frank	01/05/2014

	SLO #1
Status of Goal	I am making progress on my goal. Math Common Core strategies seem to be making a difference for the majority of students in the targeted population. However, I am worried that Common Core math strategies are not helping students close the gaps as quickly as possible in some cases. Also, based on targeted student growth so far, I am worried that my goal may be too lofty.
Evidence of Progress Toward Achieving Goal	I have noticed that the fidelity of implementation is not consistent. 2 teachers in grade 3 seem to be struggling with delivering the new strategies based on my walkthroughs in the classes to check for fidelity and the evidence gathered in the winter MAP assessment window. They have each added a student to their class in the last quarter. Teachers in grades 4 and 5 have formed learning teams and are conducting observations and learning walks of each other to support implementation.
Strategies/ Modifications to Address Barriers	- Help the teachers in grade 3 to develop an implementation support collaboration time in their schedule. - Use all 3 team implementation times as PLC opportunities - Bring the Math coach from the middle school to the grade 5 team meeting. That person is an expert in the new Common Core strategies and is closest to the 5th grade expectations. They can also suggest strategies to support implementation to make greater growth gains in the second half of the year and prepare the students for the transition into 6th grade. - Add 4 students to the targeted population: 1 in grade 4 and 3 in grade 5. Monitor those students, but do not include them in this year's SLO calculations, as they don't have the benefit of a full year's worth of instruction. - Establish opportunities for the 4th and 5th grade teachers to conduct peer observations for the 3rd grade teachers using release time and subs. - Ask Director of Curriculum and Instruction to also conduct a few fidelity walkthroughs during the second half of the year.

	PPG
Status of Goal	I continue to make progress on my PPG, please see below for the specific PPG-related activities that have been completed.
Evidence of Progress Toward Achieving Goal	- I have reviewed historic school-wide MAP math scores and shared the results with my staff. - The teaching staff has reviewed their math curriculum and has begun the process of identifying gaps and aligning to the new math CCSS. - Wisconsin Elementary spent two professional development days in the beginning of the year focused on getting a deeper understanding of the math CCSS, reviewing their student data, and then using that knowledge to begin developing SLOs. - In addition, the math coach and I have met with the teachers to review their SLOs.
Strategies/ Modifications to Address Barriers	Some of our teachers were having difficulty aligning their curriculum to the math CCSS. And a few teachers were having a difficult time developing their SLOs. In order to help these teachers we dedicated an additional grade-level work period to curriculum alignment and an additional grade-level work period to developing SLOs. The math coach and I attended these work periods.

Wisconsin Elementary 3rd Grade MAP Scores

Student	Fall MAP score	Current predicted WKCE Proficiency Level	Points needed to move to next level	Average expected Growth (Fall to Spring)	Expected to move to next level?	Targeted Student?	Winter MAP score	Notes
1	160	Minimal	19	11.0	No	X	162	
38	162	Minimal	17	11.0	No	X	171	
61	163	Minimal	16	11.0	No	X	172	
65	165	Minimal	14	11.0	No	X	169	
31	167	Minimal	12	11.0	No	X	171	
47	169	Minimal	10	11.0	Yes		176	
17	171	Minimal	8	11.0	Yes		172	
21	171	Minimal	8	11.0	Yes		179	
6	174	Minimal	5	11.0	Yes		179	
41	174	Minimal	5	11.0	Yes		182	
43	176	Minimal	3	11.0	Yes		182	
11	178	Minimal	1	11.0	Yes		183	
2	179	Basic	15	11.0	No	X	187	
9	180	Basic	14	11.0	No	X	182	
64	180	Basic	14	11.0	No	X	188	
23	181	Basic	13	11.0	No	X	188	
29	181	Basic	13	11.0	No	X	187	
50	181	Basic	13	11.0	No	X	188	
35	183	Basic	11	11.0	No	X	190	
44	183	Basic	11	11.0	No	X	191	
32	184	Basic	10	11.0	Yes		190	
3	186	Basic	8	11.0	Yes		193	
27	186	Basic	8	11.0	Yes		192	
10	187	Basic	7	11.0	Yes		193	
39	187	Basic	7	11.0	Yes		194	
52	187	Basic	7	11.0	Yes		190	
8	188	Basic	6	11.0	Yes		188	
37	188	Basic	6	11.0	Yes		195	
4	189	Basic	5	11.0	Yes		197	
25	189	Basic	5	11.0	Yes		197	
14	190	Basic	4	11.0	Yes		196	
33	190	Basic	4	11.0	Yes		197	
51	190	Basic	4	11.0	Yes		195	
49	191	Basic	3	11.0	Yes		193	
24	192	Basic	2	11.0	Yes		198	
57	192	Basic	2	11.0	Yes		198	
63	192	Basic	2	11.0	Yes		196	
28	193	Basic	1	11.0	Yes		197	
59	193	Basic	1	11.0	Yes		199	
5	195	Proficient	13	11.0	No	X	199	
22	195	Proficient	13	11.0	No	X	201	
42	195	Proficient	13	11.0	No	X	198	
46	196	Proficient	12	11.0	No	X	201	
54	196	Proficient	12	11.0	No	X	203	
19	197	Proficient	11	11.0	Yes		199	
34	198	Proficient	10	11.0	Yes		204	
45	198	Proficient	10	11.0	Yes		202	
13	199	Proficient	9	11.0	Yes		202	
26	199	Proficient	9	11.0	Yes		202	
48	199	Proficient	9	11.0	Yes		204	
12	201	Proficient	7	11.0	Yes		206	
15	202	Proficient	6	11.0	Yes		212	
18	202	Proficient	6	11.0	Yes		204	
30	202	Proficient	6	11.0	Yes		203	
53	202	Proficient	6	11.0	Yes		205	
56	202	Proficient	6	11.0	Yes		204	
62	202	Proficient	6	11.0	Yes		205	
7	204	Proficient	4	11.0	Yes		212	
20	204	Proficient	4	11.0	Yes		206	
55	204	Proficient	4	11.0	Yes		210	
58	205	Proficient	3	11.0	Yes		210	
16	208	Advanced	NA	11.0			214	
36	213	Advanced	NA	11.0			219	
40	211	Advanced	NA	11.0			213	
60	219	Advanced	NA	11.0			224	
66				11.0			190	Enrolled Q2
67				11.0			203	Enrolled Q2
68				11.0				
69				11.0				
70				11.0				

<178	Minimal	# Targ. Students		18
178-193	Basic			
194-206	Proficient			
>206	Advanced			

Wisconsin Elementary 4th Grade MAP Scores

Student	Fall MAP score	Current predicted WKCE Proficiency Level	Points needed to move to next level	Average expected Growth (Fall to Spring)	Expected to move to next level?	Targeted Student?	Winter MAP score	Notes
18	172	Minimal	17	8.7	No	X	175	
40	177	Minimal	12	8.7	No	X	183	
60	178	Minimal	11	8.7	No	X	184	
43	180	Minimal	9	8.7	No	X	186	
27	181	Minimal	8	8.7	Yes		187	
5	184	Minimal	5	8.7	Yes		187	
52	184	Minimal	5	8.7	Yes		184	
12	187	Minimal	2	8.7	Yes		192	
1	189	Basic	15	8.7	No	X	195	
32	190	Basic	14	8.7	No	X	199	
46	191	Basic	13	8.7	No	X	196	Unenrolled Q2
58	192	Basic	12	8.7	No	X	198	
56	193	Basic	11	8.7	No	X	199	
2	194	Basic	10	8.7	No	X	201	
25	194	Basic	10	8.7	No	X	202	
42	194	Basic	10	8.7	No	X	196	
23	195	Basic	9	8.7	No	X	202	
55	195	Basic	9	8.7	No	X	202	
14	196	Basic	8	8.7	Yes		201	
21	196	Basic	8	8.7	Yes		201	
54	196	Basic	8	8.7	Yes		201	
8	198	Basic	6	8.7	Yes		204	
28	198	Basic	6	8.7	Yes		203	
29	198	Basic	6	8.7	Yes		203	
48	198	Basic	6	8.7	Yes		202	
4	199	Basic	5	8.7	Yes		204	
34	199	Basic	5	8.7	Yes		204	
37	200	Basic	4	8.7	Yes		204	
49	200	Basic	4	8.7	Yes		206	
57	200	Basic	4	8.7	Yes		206	
9	201	Basic	3	8.7	Yes		208	
31	201	Basic	3	8.7	Yes		204	
45	201	Basic	3	8.7	Yes		205	
53	201	Basic	3	8.7	Yes		206	
11	202	Basic	2	8.7	Yes		207	
15	202	Basic	2	8.7	Yes		206	
35	202	Basic	2	8.7	Yes		206	
3	205	Proficient	15	8.7	No	X	213	
30	208	Proficient	12	8.7	No	X	211	
19	210	Proficient	10	8.7	No	X	216	
33	212	Proficient	6	8.7	Yes		216	
6	214	Proficient	6	8.7	Yes		218	
10	214	Proficient	6	8.7	Yes			Unenrolled Q2
16	215	Proficient	5	8.7	Yes		220	
38	215	Proficient	5	8.7	Yes		220	
39	215	Proficient	5	8.7	Yes		221	
50	215	Proficient	5	8.7	Yes		220	
17	216	Proficient	4	8.7	Yes		221	
59	216	Proficient	4	8.7	Yes		220	
13	217	Proficient	3	8.7	Yes		220	
41	217	Proficient	3	8.7	Yes		222	
51	217	Proficient	3	8.7	Yes		222	
20	218	Proficient	2	8.7	Yes		222	
36	218	Proficient	2	8.7	Yes		224	
47	219	Proficient	1	8.7	Yes		226	
7	220	Advanced	NA	8.7				
26	221	Advanced	NA	8.7				
22	224	Advanced	NA	8.7				
44	224	Advanced	NA	8.7				
24	227	Advanced	NA	8.7				
61				8.7			210	Enrolled Q1
62				8.7			202	Enrolled Q2
63				8.7			187	Enrolled Q2
64				8.7				
65				8.7			198	Enrolled Q2

<188	Minimal		# Targ. Students		17
189-203	Basic				
204-219	Proficient				
>220	Advanced				

Wisconsin Elementary 5th Grade MAP Scores

Student	Fall MAP score	Current predicted WKCE Proficiency Level	Points needed to move to next level	Average expected Growth (Fall to Spring)	Expected to move to next level?	Targeted Student?	Winter MAP score	Notes
4	178	Minimal	21	8.1	No	X	183	
22	180	Minimal	19	8.1	No	X		Unenrolled Q2
29	182	Minimal	17	8.1	No	X	184	
11	184	Minimal	15	8.1	No	X	192	
44	186	Minimal	13	8.1	No	X	193	
34	191	Minimal	8	8.1	Yes		196	
52	193	Minimal	6	8.1	Yes		198	
17	194	Minimal	5	8.1	Yes		199	
47	194	Minimal	5	8.1	Yes		198	
33	196	Minimal	3	8.1	Yes		200	
57	198	Minimal	1	8.1	Yes		204	
2	199	Basic	12	8.1	No	X	201	
25	199	Basic	12	8.1	No	X	206	
14	200	Basic	11	8.1	No	X	199	
26	201	Basic	10	8.1	No	X	206	
6	202	Basic	9	8.1	No	X	207	
9	203	Basic	8	8.1	Yes		207	
31	203	Basic	8	8.1	Yes		209	
15	204	Basic	7	8.1	Yes		210	
36	204	Basic	7	8.1	Yes		212	
49	204	Basic	7	8.1	Yes		209	
56	204	Basic	7	8.1	Yes		208	
23	205	Basic	6	8.1	Yes		209	
39	205	Basic	6	8.1	Yes		212	
54	205	Basic	6	8.1	Yes		212	
28	206	Basic	5	8.1	Yes		210	
41	206	Basic	5	8.1	Yes		212	
7	207	Basic	4	8.1	Yes		213	
20	207	Basic	4	8.1	Yes		212	
38	207	Basic	4	8.1	Yes		211	
10	208	Basic	3	8.1	Yes		212	
19	208	Basic	3	8.1	Yes		214	
53	208	Basic	3	8.1	Yes		213	
27	209	Basic	2	8.1	Yes		214	
32	209	Basic	2	8.1	Yes		213	
46	209	Basic	2	8.1	Yes		214	
48	209	Basic	2	8.1	Yes		215	
16	210	Basic	1	8.1	Yes		215	
42	210	Basic	1	8.1	Yes		214	
51	210	Basic	1	8.1	Yes		216	
43	211	Proficient	17	8.1	No	X	218	
1	213	Proficient	15	8.1	No	X	221	
5	214	Proficient	14	8.1	No	X	222	
24	216	Proficient	12	8.1	No	X	224	
13	217	Proficient	11	8.1	No	X	223	
21	219	Proficient	9	8.1	No	X	224	
30	220	Proficient	8	8.1	Yes		225	
35	220	Proficient	8	8.1	Yes		225	
50	221	Proficient	7	8.1	Yes		227	
55	221	Proficient	7	8.1	Yes		225	
8	223	Proficient	5	8.1	Yes		227	
58	223	Proficient	5	8.1	Yes		227	
37	225	Proficient	3	8.1	Yes		229	
45	226	Proficient	2	8.1	Yes		229	
59	226	Proficient	2	8.1	Yes		230	
3	228	Advanced	NA	8.1			232	
12	231	Advanced	NA	8.1			234	
40	231	Advanced	NA	8.1			233	
18	234	Advanced	NA	8.1			238	
60				8.1			199	Enrolled Q1
61				8.1			178	Enrolled Q2
62				8.1			182	Enrolled Q2
63				8.1			204	Enrolled Q2
64				8.1				
65				8.1				
66				8.1				
67				8.1				
68				8.1				
69				8.1				

<198	Minimal		# Targ. Students		16
199-210	Basic				
211-227	Proficient				
>228	Advanced				